



# NEWSLETTER #3

March 2013

## Session #3 Update

What another great session! Thanks to everyone for their hard work and effort during the past few days. It was very exciting to see ideas percolating up from the paper and start to become real plans for collaborative inquiry projects. This action resulted from the three goals of the day:

1. Be comfortable using a RAN chart as a way to capture your own metacognitive journey throughout your collaborative inquiry.
2. Have developed a plan / procedure for carrying out the teaching and measurement of your inquiry question.
3. Have an understanding of the other parts of the Smarter Science Framework as they support scientific inquiry.

Remember to send us your modified inquiry question and bring your evidence from your collaborative inquiry to the next session in early May. This means you need to be done your inquiry by April 30, 2013.

## Developing Habits of Mind – Inferring

Our icebreaker came from a NSTA article and focused on building our skill level around inferring. The inferring cube gives you a cube with five sides containing a name and two numbers.

Each group had to figure out what would be on the bottom side of the cube given the information on the other five sides. You have to consider gender of names, number of letters in each name, colour of ink used.... plus more.

Templates are on the wiki.



We won a recreational motor vehicle!

The RAN (Reading and Analyzing Non-fiction) will become our RAI (Reflect, Analyze your Inquiry). It is a great tool for supporting you as a reflective practitioner.

## TO DO ...

Critical Literacy;  
Metacognition;  
Questioning;  
Strategy;  
Voice and Identity

What I think I know	Confirmed	Misconceptions	New Learning	Wonderings
Effective teaching tool.	to extend to clarify to challenge intellectual options can be open-ended	further inquiry writing as student engagement to identify P.O.V.	Questions for reflection Self-questioning use technology different types of questions collaborating with peers provides students previous knowledge	assessing student learning oral vs written do there are sample anchor chart for criteria of effective questions

Based on work from Quality Teaching, Teaching Teachers Communities and Instruction by Tony Bates

## RESEARCH SHOWS ...

Another cool use of the chart came from using it in a different subject area. It was for a media project in health where the kids used it to organize their research. Great idea.

As you work through your collaborative inquiry over the next couple of months, this chart will help you track your progress, thinking and learning.

# Vocabulary Strategy - Word Parts

A strategy to help develop an understanding of a new term, for example: Green washing

**Word**

**Parts and  
Meaning**

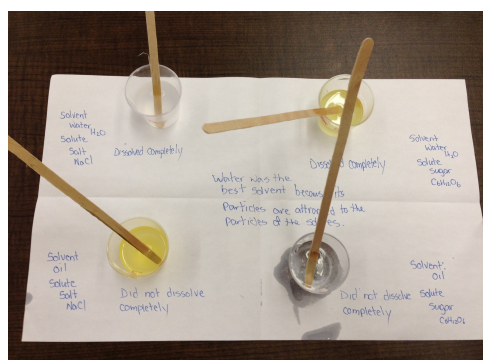
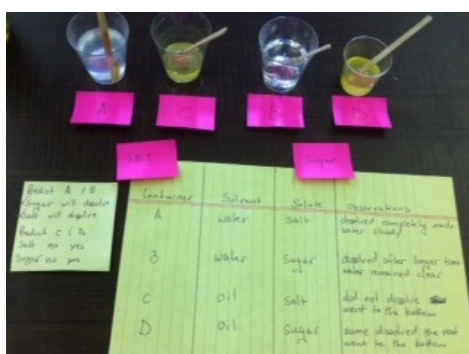
**My Definition**

**Pictures and  
Connections**

For more information on the products discussed in the Market Place video, check out this blog:  
<http://curiouschemeng.blogspot.ca/2012/12/greenwashing-and-cbc-1-dawn.html>

## Collaborative Inquiry - Planning Your Procedure

Using the insoluble and soluble lab from Pearson's Investigating Science and Technology program, we carried out a "cookbook" lab and used cell phones to record our conclusions. With a bit of guidance around criteria for submission of photos, groups were able to illustrate their data and conclusions in one photo.



The Smarter Science Framework was expanded upon to show how this activity could be modified into a student lead inquiry. Then the complete Framework was explained with connections between the steps and a collaborative inquiry question articulated. Allocating time for planning was a key feature of the day. During the planning session, the focus was put on answering three questions related to the respective collaborative inquiries:

1. What will be the evidence I collect?
2. What procedure/plan will I follow?
3. When will I do this by?

# Demo's

## A Gas Takes Up Space



## Convection Currents



## Polymers in Action



Drill a small hole in the bottom of a 2 L pop bottle. When your finger is over the hole you cannot blow up a balloon in the bottle. Gas in the bottle prevents any further expansion. Remove your finger from the hole and you can blow up the balloon as gas escapes

Following GAP 502.03 and STAO safety precautions for an open flame, light a tea bag tube and observe convection currents

Polymers are long carbon chains that get pushed around when you poke them. This means a pencil can be pushed through a waterfilled resealable sandwich bag.

## Exit Cards - Defining Collaborative Inquiry

Interesting answers to the question on the exit survey "How would you define collaborative inquiry to a colleague. Here's a sampling:

- \* Investigating a question to improve teacher instruction and/or student achievement and engagement
- \* Gives you an opportunity to collect data and observe whether there has been improvement in the area your inquiry focuses on.
- \* Collaborative Inquiry is a chance for a teacher to reflect on collected evidence that answers the question "Does my pedagogical decisions and action in the classroom impact on student learning".

## Final Thoughts ...

While busy, this was a week full of energy and excitement as we move towards starting to collect evidence in relation to our inquiry question. Please feel free to contact us at any time if you're unclear about a certain step or just need someone to bounce an idea around to help clarify your thinking.

Have a well deserved rest at Spring Break and we'll see you next time at Session #4. Remember we will be at St Hillary.

Sandra and Lionel